**History at St Dunstan’s 2024**

**History in EYFS**

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| **History** |
| Three and Four Year Olds | Understanding the World | * Begin to make sense of their own life -story and family’s history.
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| Reception | Understanding the World | * Comment on images of familiar situations in the past.
* Compare and contrast characters from stories, including figures from the past.
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| Early Learning Goal (ELG) | Understanding the World | Past and Present | * Talk about the lives of people around them and their roles in society.
* Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
* Understand the past through settings, characters and events encountered in books read in class and storytelling.
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| Understanding the World | Past and Present | * Talk about the lives of people around them and their roles in society.
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**History in Key stage 1 (National Curriculum)**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

 Pupils should be taught about:

♣ Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

♣ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

♣ The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

♣ Significant historical events, people and places in their own locality.

**History in Key stage 2 (National Curriculum)**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources

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| **St Dunstan’s Coverage** | **General Aims of the History National Curriculum for KS1 and KS2** |
| **British History**: an aspect of British history is studied in every year group**KS1:** Gunpowder Plot, Great Fire of London (the Stuarts)**LKS2**: changes in Britain from the Stone Age to the Iron Age; the Roman Empire and its impact on Britain; Britain’s settlement by Anglo-Saxons and Scots; the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**UKS2:** Manchester and the Industrial Revolution; the Battle of Britain | • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. |
| **History of the Wider World**: history of the wider world is studied from LKS2 onwards. **LKS2**: Invaders and settlers **UKS2**: the achievements of the earliest civilizations -Ancient Egypt; Ancient Greece - a study of Greek life and achievements and their influence on the western world; a non-European society that provides contrasts with British history - Benin (West Africa) c. AD 900-1300 | • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind |
| **Substantive Concepts**: substantive concepts **(migration, invaders and settlement, locality, legacy and achievement and technological advancement**) are covered in every unit, developed across the curriculum and listed in the unit rationales | • gain and deploy a historically grounded understanding of abstract terms  |
| **Historical Enquiry:** an understanding of the method of historical enquiry begins to develop from EYFS and is developed each year. | • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed |
| **Disciplinary Concepts**: historical concepts are explored in every unit, and developed across the curriculum. Concepts covered in each unit are listed in the unit rationales. | • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. |
| **Historical Perspective and Contexts**: a wide range of contexts are studied and children are supported to make connections between the local, national and global, as well as between political, cultural, social and religious contexts. | • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. |

**History Long Term Plan 2023 / 2024**

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|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| ***EYFS*** |  | Remembrance  | Journeys - AmeliaEarhart | Growth (baby toadult) |  | HolidaysSeasides ‘then andnow’ |
| ***Year 1/2***  |  | Gunpowder Plot / Guy Fawkes |  | Great Fire of London  |  | Changes within living memory - clothes  |
| ***Year 3/4***  |  | Changes in Britain from Stone Age to Iron Age  |  | Walter Tull  |  | Manchester Evacuees  |
| ***Year 5/6***  |  | Benin |  | Manchester & the Industrial Revolution  |  | The Monarchy  |

**History Long Term Plan 2024 / 2025**

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|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| ***EYFS*** | All about me – NurseryMy Family - Reception | Remembrance  | Journeys - AmeliaEarhart |  Growth (baby toadult) |  | HolidaysSeasides ‘then andnow’ |
| ***Year 1/2***  | Changes within living memory - toys  |  | Significant People - Neil Armstrong, Mae Jemison, Bernard Harris Jr, Tim Peake |  | John Alcock and the history of flight  |  |
| ***Year 3/4***  | Roman Impact on Britain  |  | British Settlement by Anglo Saxons & Scots  |  | Viking Settlement of Britain  |  |
| ***Year 5/6***  | Ancient Greek influence |  | Ancient Egypt and religion  |  | The Battle of Britain  |  |

**Historical Golden Threads**

Our History curriculum is based on a set of key substantive concepts or “golden threads” that children repeatedly revisit throughout their history lessons from EYFS to Year 6. The golden threads are concepts that we believe are specific to our context and our families. By revisiting these key substantive concepts over time, it allows the children to build a bigger and better understanding of these concepts with increasing complexity. The curriculum design of a two-year cycle provides children with meaningful examples and repeated encounters in different context, allowing progress to be made as they build their knowledge of the past and deepen their learning. Each unit will not include every 'thread', but over a year, children will visit each one more than once.

Each unit tries to include an element of ‘locality’ and how Manchester and the North West have been affected or influenced by the event or person.

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| **History Golden Threads****All our History teaching and learning fits into one of our ‘golden threads’ ………….** |
| **Migration - reflecting our community** | Travel Symbol png download - 512*512 - Free Transparent Human Migration png  Download. - CleanPNG / KissPNG | Migration is part of all of many of our families’ stories. We will learn the different reasons why people migrated here and the impact they have had. |
| **Invaders and Settlement**  | C:\Users\K.Riley\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\23272E9F.tmp | We will learn about some of the greatest invasions of all time and find out what the invaders did when they took over a country |
| **Legacy and Achievement / Significant People**  | C:\Users\K.Riley\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D4073E11.tmp | We will learn about ancient civilisations and communities throughout the world and how these have shaped British culture today.We will learn about significant people and events.  |
| **Our Locality**  | C:\Users\K.Riley\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\BAC1AFD.tmp | We will learn what it meant and means to be part of the Moston / Manchester community and to be British?  |
| **Technological Advancements**  | C:\Users\K.Riley\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D3996B5A.tmp | We will find out how scientific and technological advancements have made many important changes throughout history |

**Golden threads**

**Migration - reflecting our community**

Migration is part of all of many of our families’ stories. We explore this concept through different historical eras and zoom into specific stories through studying significant individuals. By exploring the theme of migration in the past, children gain an understanding that rather than it being a recent characteristic of the times in which we live, migration forms part of our past which stretches back to the earliest times. They learn the different reasons why people migrated here and the impact they have had. Children learn to have an understanding of the diverse experiences and beliefs, ideas and attitudes of men, women and children in past societies and how these have shaped the world.

**Invaders and settlement**

Children will learn about some of the greatest invasions of all time and find out what the invaders did when they took over a country. We study the historical reasons for invasion and the benefits those societies brought to Britain and the wider world.

Settlements - by studying how communities have adapted, flourished, survived and at times struggled throughout history and often as a result of historical events, children reflect and compare these with experiences in their own community. How settlements are formed and how people have organised themselves throughout history provide context for children and their current place in time.

**Legacy and achievement**

As children progress through school they learn about ancient and modern civilisations, communities and significant people throughout the world and how these have shaped British culture today. We ensure that the significant people reflect the cultural diversity of our children.

**Our locality**

National historical themes are often brought to life through local narratives and conceptual ‘hooks’. This promotes a greater understanding of wider historical themes but also allows the children to develop their sense of individual and local identity

Through looking at the themes of community and culture children will gain a better understanding of the characteristics of their local community but also of a wider national identity. What does it mean to them to be part of the Moston / Manchester community and to be British?

**Technological Advancement**

Technology has had a profound impact on both historical events and periods, and the study of history itself in many ways.

**Subject Rationale**

Our history curriculum has been designed to be both knowledge-rich and coherently sequenced. Knowledge means not only substantive knowledge of historical events, dates and people in the past, but also knowledge of substantive concepts in history (our ‘golden threads’), and disciplinary historical concepts ( such as evidence, causation, significance and interpretation).

The history curriculum allows children to develop a chronologically secure knowledge and understanding of local, British and world history, building on their learning in EYFS, where children develop a sense of past and present, through stories and their own experiences.

The substantive knowledge taught in the curriculum has been carefully chosen and sequenced. In KS1, children learn about a period of history, the Stuarts, through a focus on 2 significant events - the Gunpowder Plot and the Great Fire of London. Both London- based events are learnt about when the children are focusing on the UK, its capital cities and the physical and human geography of the city in their geography units. The topics are built around the use of stories - engaging children through storytelling and using it to develop their critical understanding of the past. Children learn to think about and reflect on who is telling the story and why they may be doing so. Children find out about changes to items in living memory - clothes and toys - but also research and discover the huge changes in these items since Stuart times. These topics introduce the concept of sources and ‘how do we know? ‘

KS1 children also find out about significant historical figures - local, national and international. These figures have been chosen to represent the cultural diversity of our children (“You can't be what you can't see.” Marian Wright Edelman).

Throughout LKS2, children focus on British history, learning about Britain’s invaders and how they have shaped the country that we know today. In each of these units, there is always a link to locality (e.g in Roman Britain, children learn about the Brigante Celtic tribe from North West England or about Anglo Saxon place names in the region). A unit on Walter Tull marries children’s love of football with migration and cultural diversity in Britain.

In UKS2, history becomes increasingly focused on the wider world. The study of ancient civilisations is a journey into learning and understanding of the long term and sustained effects of different peoples - how we can gain insights into human behaviour, societal structures, and the consequences of historical events. Significant events, in both modern and early history - the Industrial Revolution, Battle of Britain and Benin and the Transatlantic Slave Trade aim to enable children to see the influence that Britain had on the wider world, and how the wider world has influenced Britain. All of these units are studied to provide an understanding of the history of the wider world and our place within it.

The curriculum aims to help children understand how the past is constructed and contested. Children begin by learning about what a historian does, looking at basic sources and simplified perspectives to develop an appreciation and understanding of what it means to be a historian. As their substantive knowledge grows, children will be able to ask perceptive questions, analyse more complex sources and begin to use their knowledge to develop perspective. Disciplinary concepts, such as continuity and change, cause and consequence and similarity, difference and significance, are explored in every unit.